# Classroom Management Plan

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# Classroom Management Philosophy

The content students learn in each class is immensely important, but the goal of education should be forming the entire person. Our classroom management philosophy is based upon Love and Logic and Marzano's principles, respect for others, and the formation of the whole person. This will be accomplished through being a positive role model for our students and cultivating meaningful relationships with them. Our goal is to foster an environment that promotes students' independence and their critical thinking skills. By imitating Christ, we will seek to bring a prime example of selflessness, love, and charity to our classrooms in order to increase their overall wellbeing.
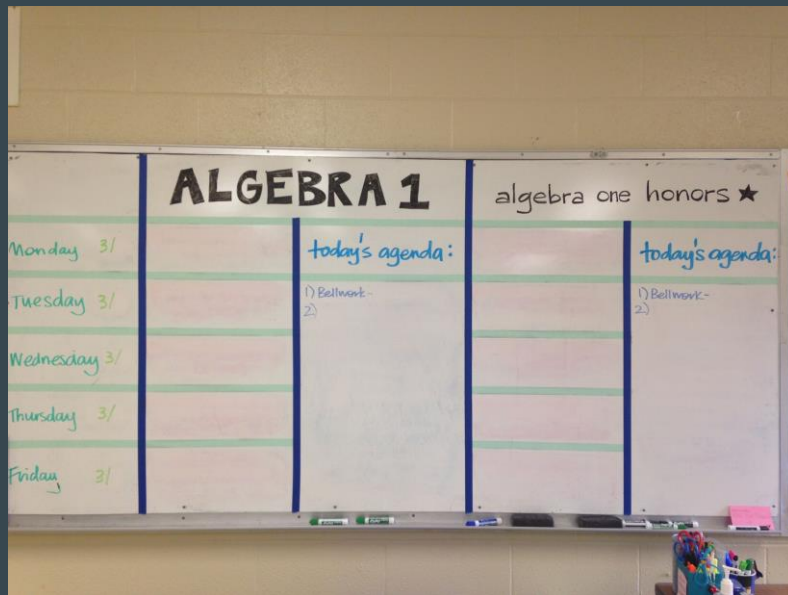
# Love and Logic in Our Presentation

- Setting high standards

- Offering students choices
  - More choices → more cooperation
  - Students learn *better* from their own decisions
  - Teacher is still always in charge



- Myth: "Students do not have to like teachers, but respect them"
  - Meaningful relationships with students

- Respect!! ("Shut up!" → "I'll begin when everyone is ready")

# First Five Days: Day 1

- Greet students at door (Wong, 2014)
- Seating chart
  - Group System
- Agenda on the Board
- Bellwork: Get to know your students!
- Tell students about yourself
  - The beginning of a meaningful relationship

Board

| | | | |
|---|---|---|---|
| 1 | 2 | | 1 | 2 |
| 3 | 4 | | 3 | 4 |
| 5 | 6 | 1 2 3 | 5 | 6 |
| | | 4 5 6 | | |

Name                                                Date and Class Period

1.  Where are you from?

2.  How many family members do you have? Elaborate please!

3.  What is on the top of your bucket list?

4.  What is something you would be interested in majoring in at college?

5.  How do you learn best?

# Day 1 Procedures:

- What is bellwork and how should it be done?
  - Opportunity to know your students better
- Non Negotiables:
  - Understanding respect for persons
- Bathroom
- Allow them to be apart of classroom decisions

# First Five Days: Day 2

- Overview of what you are going to learn
  - Syllabus
- What is this class about?'
  - Hype 'em up - yeet yeet am i rite?
  - Why the class is important
- Classroom Guidelines
  - Student involvement for consequence- they pick the consequences (Fay and Funk, 2015)
    - Swearing, phones, late work, late to class

# First Five Days: Day 3

- Talk about homework procedures → how you want students to do homework
  - Talk about plagiarism
  - Talk about working together (when it is acceptable/not)
- Make sure expectations are **clear**

# Pretest

- Give students a pretest to check their knowledge

- Helps students to review what they know → helps teacher know what to focus on

# Survey for Student Guidelines

- Do not want every class to have seperate guidelines

- Survey to make expectations consistent for all classes

- Example:
  - https://www.surveymonkey.com/r/Preview/?sm=9ZiqEqpYPHw_2FtPjU_2FoRiuZdn8pGl7_2BKscWuJaYfgEBPIdGbXJZYW_2BWyYJCMjZdEH

# First Five Days: Day 4

- Lecturing
    - Start the first lesson!
    - Introduction to the first
    - Fun activity connecting the lesson the real world
    - Don't assign large assignments on this day
- Go over classroom guidelines that won from vote.
    - (Marzano, 2003)

## Class Expectations

1. **Be Respectful.**
   Listen to your teacher. Listen to your classmates. Wait your turn to talk.

2. **Be Responsible.**
   Come to class on time. have your binder and pencil. and be ready to learn.

3. **Be Honest.**
   If you don't understand something. ask for help. We need to master everything!

4. **Be Polite.**
   Try to express your opinion in a nice way. Even if you disagree. there is no need to be rude.

# First Five Days: Day 5

- Pre-Test
  - Hand back the pre-test
- How are you going to react to the scores?
  - Plan of what you are going to say
  - Sets the tone for the academic year
- Start Lecture
  - Introduction to the content
  - Pre-chapter or Chapter 1

# Connections with Students and Families

- Open communication with parents
  - We are a team, setup relationship so that if you need to ask for help later.
  - Let parents know what class is going to look like
- Let parents know when students are doing well
  - (Wong, 2014)
- Letter to students
  - Build that relationship right away
  - Build self concept
    - (Fay and Funk, 2010)

# Meaningful relationships with students and positive influence

- Respect means setting a **positive example** for students (Marzano, 2003).

- Imitation of Christ

- Having meaningful relationships with students → Educating the entire person
  - Open communication after school/before school
  - Go to school events, games, performances, etc. to show support to students
  - Make content relevant to students' interests

STUDENTS DON'T CARE
HOW MUCH YOU KNOW,

UNTIL THEY KNOW HOW
MUCH YOU CARE.

- JOHN C. MAXWELL

# Differentiation

## Mallory

- Making content **relevant** to students → Literary circles (choice)
- Offer after school/before school help to struggling students
- Providing lecture, discussion, audio, visual →  choice in assessment (Marzano, 2003).

## Evan

- Make content applicable to student and real world- service learning
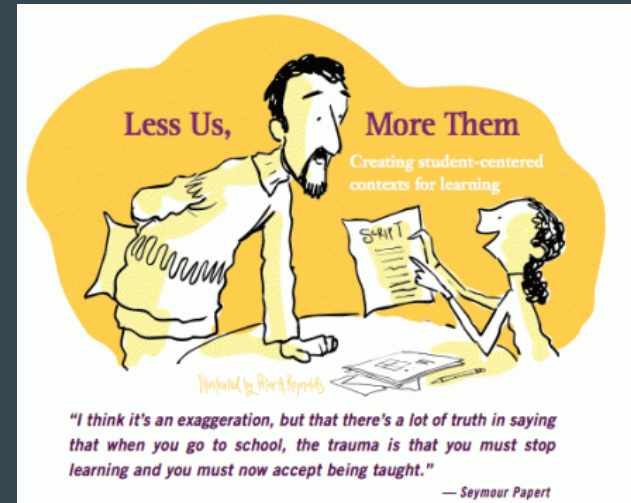- Create households to promote peer learning

## Jacie

- Connecting mathematics to the real world
  - Differentiating homework by area of interest to provoke engagement
- Collaboration to analyze and compute word problems

# What if?

- What if the student does not comply with a procedure you are trying to reinforce?
  - Ask the student how you can help them be better
  - Reinforce the fact that the procedure are mainly student created
- What if my students do not understand the content?
  - Promote student-centered learning
    - How do they learn best?
- Reevaluate!
  - Adjust your teaching methods to your students
    - Each students learns differently



Less Us, More Them
Creating student-centered contexts for learning

"I think it's an exaggeration, but that there's a lot of truth in saying that when you go to school, the trauma is that you must stop learning and you must now accept being taught."

— Seymour Papert

# References

Fay, J. Funk, D. (2010). *Teaching with Love and Logic. Taking control of the classroom.* Love and Logic Press: Golden, CO.

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